Student Support Services (SSS) Program
Instructions for Completing the Annual Performance Report
For Program Year 2000-2001

1. **WHAT IS THIS PACKAGE?**

    This package contains the forms and instructions needed to prepare the annual performance report for the Student Support Services program.

2. **WHAT ARE THE LEGISLATIVE AND REGULATORY AUTHORITIES TO COLLECT THIS INFORMATION?**

    Title IV, Section 402D, of the Higher Education Act of 1965, as amended (Public Law 102-325), the program regulations in 34 CFR Part 646; and sections 75.590, and 75.720 of the Education Department General Administrative Regulations (EDGAR) permit the collection of this information.

3. **WHO MUST FILE THIS REPORT?**

    All grantees funded under the Student Support Services program must submit an annual performance report as a condition of grant award.

4. **WHAT PERIOD OF TIME IS COVERED IN THE REPORT?**

    The report covers the 12-month grant (budget) period for which the grant has been made. This information can be found in Block 6 of the Grant Award Notification.

5. **WHEN SHOULD THE REPORT BE FILED?**

    The annual report should be mailed (postmarked) within 90 days after the end of each 12-month grant (budget) period.

6. **HOW MAY THE REPORT BE SUBMITTED?**

    Software has been developed that will let Student Support Services (SSS) projects complete and transmit the annual performance reports for program year 2000-2001 via the World Wide Web. The web application will allow grantees to complete the project identifying information and enter aggregate data on students and project services on-line (Sections I, II, and III). In addition, grantees will be able to attach to the report the narrative summary of project objectives and outcomes (Section IV) and the files with the individual student records (Section V). Grantees may also choose to continue to use the self-installing Visual Basic software application for Section V only. This software may be used to collect the required information in Section V and then submit the data via the World Wide Web. Since the data being submitted contain confidential information on

project participants, the web site has been properly secured to ensure the data are only seen by authorized individuals and are protected from network hackers.

With these web-based applications, grantees <u>do not need</u> to submit a paper copy of the performance report. The entire performance report should be submitted on-line.

The instructions for submitting the performance report on-line and links to the secured web site are available at the following web address:

> http://www.ed.gov/offices/OPE/HEP/trio/studsupp.html.

A grantee that does not have the technology available to electronically submit the report, should contact their program specialist to discuss an alternate format for the data submission. Further, if for any reason you need to revise your performance report submission, please contact your assigned program specialist before re-submitting.

7.   WHO MAY BE CONTACTED FOR ADDITIONAL INFORMATION CONCERNING THE SUBMISSION OF THE PERFORMANCE REPORT?

Your assigned program specialist can assist you with any questions.

Student Support Services Program
Specific Instructions for Completing the Performance Report

SECTION I -- PROJECT IDENTIFICATION, CERTIFICATION, AND WARNING

A.   Identification

1.   Provide the project's Department of Education's identifying number. This number can be found in Block 5 of the Grant Award Notification.
2.   Provide the Title IV School Code/OPE ID Number (Office of Postsecondary Education Identification Number) for your institution. This is a six-digit (eight-digit if branch campus) number that is required on all Federal financial aid documents. Information regarding this number is included in Title IV School Code Directory and can be accessed on the World Wide Web: http://www.ed.gov/offices/OSFAP/Students/apply/search.html.
3.   Provide the D-U-N-S number for the grantee institution. This number can be found in Block 8 of the Grant Award Notification.
4.   Provide the name of the institution that was awarded the grant funds.
5.   Provide the address of the institution listed in item #4.
6.   Provide the name of the project director or other person that may be contacted for further information.
7.   Provide the telephone number for the project director/contact person.
8.   Indicate the period covered by this report. These dates should correspond to the budget period found in Block 6 of the Grant Award Notification.

B.   Certification

The project director is the person responsible for administering the project in accordance with the terms and conditions of the grant.

The certifying official is the individual (successor or designee) who signed the grant application on behalf of the institution.

Please note: The Department reserves the right to request original signatures for electronically submitted reports, if necessary to certify the accuracy and completeness of the report.

C.   Warning

Self-explanatory

SECTION II -- DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

A.   Number of Participants Assisted During the 2000-2001 project period

Please keep in mind the definition of participant provided in the program regulations in 34 CFR 646.7. Only those students who meet this definition of participant should be included in the report. Also, only those participants served during this project period should be counted in this section of the report. Prior year participants -- participants who received services in previous grant years but who have not received services on a continual basis during the current reporting period and who are still enrolled at the grantee institution -- should <u>not</u> be included in this section of the report.

On lines A1 through A7 provide separate counts of the number of students assisted by cohort. A cohort consists of a group of students who started in a given project year. An individual student is a member of the same cohort for reporting purposes even if that student leaves the program and returns. Further, a student remains in the same cohort group for each successive year.

To assist you in completing this section of the report, we have inserted the years of each cohort group after the PY. The first line should be for students served by the project for the first time during the current reporting period (program year 2000-2001). The second line should be for the previous year's cohort group (1999-00), etc.

Line A7 should include students who received services in the 2000-01 project year but who were first served by the project before the 1995-96 project year. Line A8 should be the total of lines A1 through A7 and should be the same as the total number of project participants assisted during the report period.

Please note that in Part E of Section II of the report – Participant Distribution by Grade Level – you will report on project year cohorts by grade level. All participants that are reported in Part A should also be included in Part E.

B.   Participant Distribution by Eligibility

The statute and regulations governing the Student Support Services program require that an individual, at the time of initial selection in the project, must be a "low-income individual," a "first-generation college student," or "an individual with disabilities." (These terms are defined below.) Two-thirds of each year's project participants must be both low-income and first-generation or be an individual with disabilities; the remaining one-third can be either low-income, first-generation, or individuals with disabilities or a combination of these. At least one-third of the individuals with disabilities must also be low-income individuals. Students may be counted only once in this breakout. The total reported must agree with the number in "A8" above.

<u>Low-income individual</u> means an individual whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which

the individual initially participates in the project. The poverty level amount is determined using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

First-generation college student means an individual neither of whose natural or adoptive parents received a baccalaureate degree; or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

Individual with disabilities means a person who has a diagnosed physical or mental impairment that substantially limits that person's ability to participate in the educational experiences and opportunities offered by the grantee institution.

C.   Participant Distribution by Ethnic Background

These data are not mandatory but are extremely helpful to the Department in reporting on the ethnic characteristics of participants served by the program. Please note that these classifications have been revised to be consistent with new government-wide standards. For those students where more than one race has been reported, include these students on line C7.

D.   Participant Distribution by Gender

As noted above, though these data are not mandatory, it is helpful to the Department in reporting on the gender representation of project participants.

E.   Participant Distribution by Grade Level

These data provide the college grade level of participants at the end of the project year for each cohort of students served by the project. Projects should use the standards established by the grantee institution (i.e., required number of credit hours, GPA) to determine the grade level of participants.

SECTION III: PROJECT SERVICES AND ACTIVITIES

This section is designed to obtain a profile of the number of participants who have received the various services authorized under the program. As no one project will choose to provide all the allowable services, report only on those services and activities conducted by your SSS project. Be sure to report on the number of project participants who received each of the services provided by your project. Since most students will participate in more than one activity, participants may be counted under more than one activity. However, a participant should be counted only once under each activity. Thus, the total number of participants listed under each activity should not exceed the total number of participants provided in Section II, A8.

The column labeled "Number of Contact Hours" in Parts B and C should reflect the cumulative number of hours for all students who participated in those activities.

A.   **Academic Instruction**

Report on the number of students who received formal academic instruction during the report period. Instructional services fall into two categories: (1) remedial or developmental courses supported with project funds and which allow the students to receive institutional credit for successfully completing the courses; and (2) formal instruction provided for academic support, paid for with project funds, but which do not qualify for institutional credit.

B.   **Academic Support**

Report on the number of students who received other forms of academic support as defined below. Also provide the total number of contact hours.

Use the following definitions in completing this section:

Peer tutoring means individual or small group tutoring provided by other students.

Professional tutoring means individual or small group tutoring provided by graduate student or a professional staff person.

Supplemental instruction means organized tutoring sessions for specific courses that are tied directly to the instruction in the courses.

Assisted labs means academic support or tutoring provided through a learning center or other formal means.

Computer assisted instruction means academic support or tutoring provided via computers instead of peer or professional tutors.

Study skills classes/workshops means activities designed to help students gain the skills needed to succeed in the academic programs of the institution.

Orientation classes/workshops means sessions or classes that help students adjust to the institution, and may include help in registering for courses and familiarizing them with the academic requirements of the institution.

C. Counseling and Mentoring

Report on the number of students who received counseling and/or mentoring during the report period. Also provide the total number of contact hours.

Use the following definitions in completing this section:

Personal counseling means crisis intervention and assistance with personal problems and decisions.

Academic advising means assisting students in making educational plans, selecting appropriate courses, meeting academic requirements, and planning for graduation and further education.

Financial aid counseling means assisting students individually or in small groups in completing financial aid applications or in working with the institution's financial aid office to develop aid packages that will meet the students' financial needs for attendance at the institution.

Career counseling and employment assistance means helping students learn about career opportunities through written and computerized information, assessing their career interests and capabilities, and making occupational plans.

Transfer counseling means assisting students interested in four-year programs in meeting the academic requirements of those programs, choosing four-year institutions, and applying for admission and financial aid at those institutions.

Graduate school counseling means assisting students in choosing graduate or professional programs and applying for admission and financial aid for those programs.

Professional mentoring means professionals, other than project staff, working with project students to expose them to career and other opportunities available to them.

Peer counseling/mentoring means a variety of support, personal or academic, provided by other students designed to help project participants adjust to the institution.

D.   Cultural and Enrichment Activities

Report on the number of students who participated in other project sponsored activities. Use the following definitions in completing this section:

<u>Cultural activities</u> means any project sponsored activities, such as field trips, special lectures, and symposiums, that have as their purpose the improvement of the project participants' academic progress and personal development.

<u>Campus visitations</u> means project sponsored trips to other postsecondary institutions for the purpose of acquainting students with institutions that the project participants may wish to attend to further their education (i.e., two-year/four-year transfers or graduate and professional schools).

<u>Information workshops</u> include a variety of short workshops or seminars (usually a half day or less) on topics that may range from stress management and test taking to drug and alcohol abuse.

SECTION IV: PROJECT PERFORMANCE OUTCOMES

This section of the annual report is your opportunity to report on your project's progress in meeting its approved objectives related to the goals of the program and that respond to the prior experience criteria. State your approved objectives and report on the extent to which your project achieved each of these objectives. Provide specific data to support the accomplishment of each objective.

Keep in mind that the annual performance report will be used to assess your project's prior experience, so it is imperative that you provide sufficient information to determine your project's success in meeting the purposes of the Student Support Services program.

SECTION V: PARTICIPANT LIST

Each grantee is required to submit **annually** detailed information on each student served by the project during the current reporting period as well as information on all prior year participants that are still enrolled at the grantee institution. <u>The data file thus should contain a complete listing of current and prior year project participants.</u>

A project must track the progress of prior year participants for as long as they are enrolled at the grantee institution. Prior year participants are defined as those students who received project services in previous grant years but who have not received services on a continual basis during the current reporting period.

Student Support Services (SSS) Program
Annual Performance Report -- Program Year 2000-2001

Section I -- Project Identification, Certification and Warning

A.   Identification

1.   PR/Award Number: _____

2.   Title IV School Code (OPE ID Number):_____

3.   Grantee D-U-N-S Number: _____

4.   Name of Grantee Institution: _____

5.   Address: _____

       _____

6.   Name of Project Director: _____

7.   Telephone Number: _____

8.   Report Period: _____to_____
             Month/Day/Year   Month/Day/Year

B.   Certification: We certify that the information reported herein is accurate, complete, and readily verifiable to the best of our knowledge.

_____   _____
Name of Project Director (Print)   Name of Certifying Official (Print)

_____   _____
Signature and Date   Signature and Date

C.   Warning: Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C.) 1231a) and regulations (34 CFR 75.590 and 75.720) **Authority: Public Law 102-325, as amended.**

SECTION II: DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

A. Number of participants assisted during the 2000-2001 report period.
(Include only those students served during the 2001-01 project year. Do not report on prior year participants in this section.)

1. First-time participants (PY 2000-01 cohort) _____
2. PY 1999-00 cohort _____
3. PY 1998-99 cohort _____
4. PY 1997-98 cohort _____
5. PY 1996-97 cohort _____
6. PY 1995-96 cohort _____
7. Students in other cohort groups _____
8. Total number of participants _____

B. Participant Distribution by Eligibility

1. Low-Income and First-Generation college students _____
2. Low-Income only _____
3. First-Generation only _____
4. Disabled only _____
5. Disabled and Low-Income _____
6. Total _____

C. Participant Distribution by Ethnic Background

1. American Indian or Alaskan Native _____
2. Asian _____
3. Black or African-American _____
4. Hispanic or Latino _____
5. White _____
6. Native Hawaiian or other Pacific Islander _____
7. More than one race reported _____
8. Total _____

> **Note: The race/ethnicity categories used here are the only categories officially approved by OMB for this data collection. For participants where more than one race has been reported, include them on line C7.**

D. Participant Distribution by Gender

1. Male _____
2. Female _____
3. Total _____

E. Participant Distribution by Grade Level

(as of the end of project year)

	Freshmen	Sophomore	Junior	Senior	Other
PY 2000-01 cohort	_____	_____	_____	_____	_____
PY 1999-00 cohort	_____	_____	_____	_____	_____
PY 1998-99 cohort	_____	_____	_____	_____	_____
PY 1997-96 cohort	_____	_____	_____	_____	_____
PY 1996-97 cohort	_____	_____	_____	_____	_____
PY 1995-96 cohort	_____	_____	_____	_____	_____
Other cohorts	_____	_____	_____	_____	_____

SECTION III: PROJECT SERVICES AND ACTIVITIES
(Include only those students served and contacts made during the 2000-2001 project year.)

A.   Academic Instruction

	Institutional Credit (Project Funded)	**Non-Credit (Project Funded)**
Reading	_____	_____
Writing	_____	_____
Mathematics	_____	_____
English	_____	_____
English for Students of Limited Proficiency	_____	_____
Other (specify)		

_____

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B.   Academic Support

	Number of Participants	**Number of Contact Hours**
Peer Tutoring (one to one)	_____	_____
Peer Tutoring (group)	_____	_____
Professional Tutoring (one to one)	_____	_____
Professional Tutoring (group)	_____	_____
Supplemental Instruction	_____	_____
Assisted Labs	_____	_____
Computer Assisted Instruction	_____	_____
Study Skills Classes/Workshops	_____	_____
Orientation Classes/Workshops	_____	_____
Other (specify)		

_____

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C.   Counseling and Mentoring

	Number of Participants	**Number of Contact Hours**
Personal Counseling	_____	_____
Academic Advising	_____	_____
Financial Aid Counseling	_____	_____
Career Counseling	_____	_____
Transfer Counseling	_____	_____
Graduate School Counseling	_____	_____
Professional Mentoring	_____	_____
Peer Counseling/Mentoring	_____	_____
Other (specify)		

_____

D.   Cultural and Enrichment Activities

Number of Participants

Cultural Activities   _____

Campus Visitations   _____

Information Workshops   _____

Other (specify)

_____   _____

SECTION IV: PROJECT PERFORMANCE OUTCOMES

In this section state briefly your approved project objectives and report on the extent to which your project achieved each of these objectives. Provide specific data to support the accomplishment of each objective.